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ABSTRACT

Encouraging educators' use of live and unedited television coverage of the functions of government, this publication contains seven lessons for the high school social studies curriculum. The C-Span has no time or space constraints and broadcasts all events in their entirety; unedited lessons teach concepts and objectives and the emphasis is on the process of government. Lessons cover congressional hearings, how a bill becomes law, negotiating and compromising, congressional leadership, qualifications for Congress, Congress and the executive branch, and types of persuasion. Each lesson has an overview, list of objectives procedure, follow-up activities, and worksheets. (NL)

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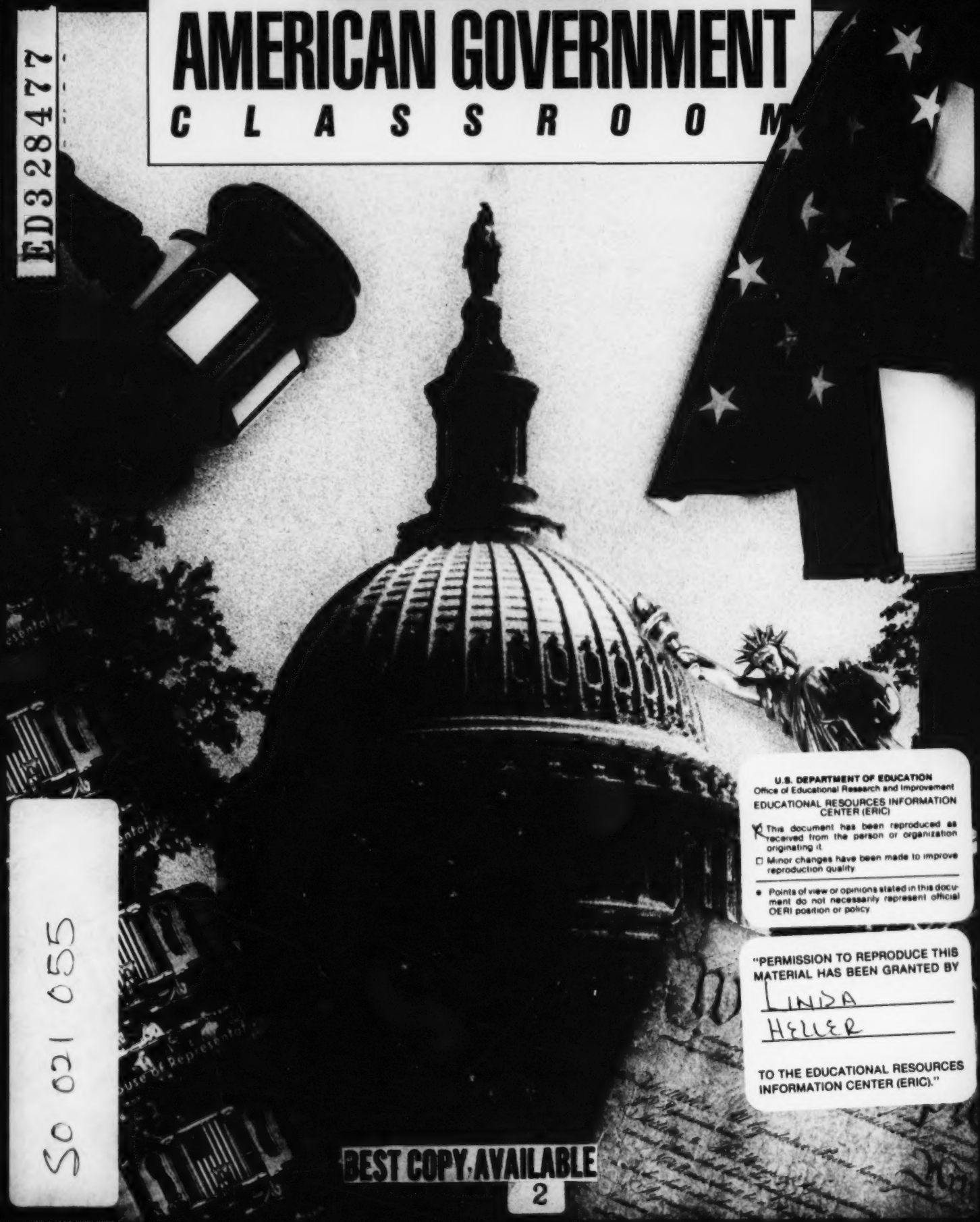
C-SPAN IN THE AMERICAN GOVERNMENT CLASSROOM



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Introduction

C-SPAN in the American Government Classroom is intended to provide model lessons and ideas for incorporating C-SPAN cable television into the high school social studies curriculum. Lesson plans are not identified for specific C-SPAN programs, but rather for particular concepts and objectives. That is because C-SPAN televises government *in action*, and therefore cannot know in advance of a particular event occurring what specific discussion and actions will take place, or the outcome. While the *content* of events aired on C-SPAN is always changing, the *process* of government remains constant. This guide is designed on that premise so, for example, you can teach about congressional hearings using any hearing that airs on C-SPAN because that governmental process will be the same whether the committee is one investigating environmental, budgetary or foreign affairs issues.

Note to Teachers

C-SPAN cable television is an important and unique classroom resource for teachers of American Government and Civics. Through C-SPAN's programming your students become eyewitnesses to the process of government and experience events as they unfold, rather than reading about them in newspapers or seeing them condensed into short stories on the evening news.

Because of space and time constraints, newspapers and television news shows can present only highlights of the day's news. C-SPAN, however, telecasts events in their entirety. C-SPAN is an unedited, actual record. No reporter or commentator tells the viewer what is unfolding on the screen. Students see and interpret actions for themselves.

Since it is an unedited record, C-SPAN is a *primary source* of information for your students. Used on a regular basis, C-SPAN's programs will help your students employ their skills of critical thinking and become better informed about the process of government. Understanding their government ensures the likelihood that they will be more fully prepared to assume their lifetime duties of citizenship.

Teachers who use this guide will find the strategies for incorporating C-SPAN in their government classes to be of great value. These strategies are offered as instructional models and can be modified and adapted easily to teach other government-related topics.

About this Guide

There are seven fully developed lessons in this guide and C-SPAN is a vital component of each. In addition, after each lesson there are suggested follow-up activities which can be adapted or expanded into fully developed lessons.

Throughout the guide, lessons utilize C-SPAN to help students grasp concepts, make inferences, weigh evidence, and apply information to different situations. All the lessons in this guide are appropriate to the traditional curricular content of high school government and American history courses.

In order to prepare for and ensure the success of these lessons, you should read the C-SPAN *Update* for information about upcoming programming, or call the toll-free Educator's Hotline (1-800-523-7586). We suggest always taping the programs you want to use with your classes. C-SPAN grants educators the right to tape any C-SPAN program without receiving prior permission from the network, as long as it is for school use and not for commercial sale or political purposes. Taped C-SPAN programs may be retained in perpetuity for future educational use. There is no fee for using C-SPAN in your classroom.

C-SPAN provides another service to help you prepare for your lessons. You may purchase videotapes of previously aired C-SPAN programs from the Purdue Video Archives. (Call 1-800-423-9630; or write: Public Affairs Video Archives, Purdue University, Stewart Center G-39, West Lafayette, Indiana 47907.)

C-SPAN Copyright Policy

C-SPAN grants educators and degree granting educational institutions the right to tape any C-SPAN programs without receiving prior permission from the network, as long as taping is for school use and not for commercial sale or political purposes. This liberal copyright policy allows teachers to air C-SPAN live, record programs (at school or at home) for later use, assign students to watch a program, or to create their own videotapes for classroom use.

Taped C-SPAN programs may be retained in perpetuity for future school use.

There is no fee for using C-SPAN as a teaching resource according to the above-mentioned criteria.

LESSON 1

Congressional Hearings

Overview

C-SPAN's programs offer a practical and effective way to teach American government students about congressional hearings.

Objectives

At the conclusion of the lesson students will be able to watch a hearing on C-SPAN and

1. identify the bill under discussion.
2. identify participants on both sides at the hearing table.
3. note different points of view.
4. describe the workings of a hearing.
5. tell how the hearings are similar and how they differ.

Procedure

If your students have not studied the steps a bill goes through on its way to becoming a law, explain that after a bill has been introduced, it is referred to the appropriate committee where the chairperson assigns it to a subcommittee which then schedules hearings. A hearing gives those in favor of a bill or opposed to it a chance to express their opinions. (At this point, you may wish to outline the other steps or refer students to their textbooks to read about the legislative process.)

Have students watch portions of videotapes of two or three different congressional hearings on C-SPAN. At appropriate places in the programs, stop the tape and ask students these questions to help them understand what they are viewing:

1. What is the subject of the bill under discussion?
2. Who is talking now—is the person a member of Congress or a witness? How do you know?
3. How does this person feel about the bill being discussed?
4. What other points of view have been brought up?
5. Who has a similar (or opposite) point of view?

After students have seen the tapes, hold a class discussion using the following questions as guidepoints:

1. How effective were the different witnesses? Why?
2. Did the members of the committee ask good questions? Was there a question you felt should have been asked? Explain.
3. What were the witnesses' answers like? Did their presentations provide much helpful information?
4. Why do witnesses want to be heard? Why is it important for elected representatives to listen to them?
5. Which position makes the most sense to you?
6. How strong is this position in relation to the other?

7. How would you describe the way people speak and act during a hearing?
8. How were the hearings similar? How did they differ?
9. If you were a member of Congress, how do you think that you'd vote if your only information was provided by this hearing?
10. Would you want to be a witness at a congressional hearing? Explain your answer. For what sort of proposed laws might high school students make good witnesses?
11. What are some positive and negative aspects of the hearing process as evidenced by the hearings you watched on C-SPAN?

Follow-Up Activities

Do any or all of the following activities with your students:

- If a tape is available, have students watch a Senate hearing to confirm a presidential appointment or approve a treaty. Have students note how the hearings are similar to and different from a committee hearing on a bill.
- Use a segment of a hearing that shows a well-known personality such as an athlete or movie star testifying at a congressional hearing. Such a hearing might spark interest and demonstrate government's "glamorous" side.
- Hold a classroom hearing in which students assume the roles of members of Congress and witnesses. Ask students to suggest a subject for a proposed law. Choose a topic that will arouse strong feelings and differing opinions, if possible. Some suggestions are: a bill that proposes taking away drivers' licenses from teens who drop out of school, a bill to raise or lower the drinking age, random drug testing for twelfth graders, or a bill permitting women to serve in combat. Use the worksheet in this guide to help organize and act out a simulated hearing.

- As an exercise in helping students write succinctly and clearly, have a student committee write a bill on the chosen subject and have the class vote for or against it, amend it, and vote again.
- Show a portion of a congressional hearing, then stop the videotape and have students roleplay to a conclusion. After students have completed the hearing, watch the C-SPAN videotape to learn the actual outcome.

STUDENT WORKSHEET

Congressional Hearings: A Simulation

The lawmaking process is deliberately lengthy and complex because lawmakers need to thoroughly consider a bill to make certain that it is well-written, clear, and in the best interest of the nation. The committee hearing is a vital step in this legislative process. At the conclusion of the simulation you can compare your experience to the hearings you watched on C-SPAN. Read the role descriptions below to help you participate in the simulation. You may volunteer to be a witness, committee member, or the committee chairperson.

Witnesses

1. Research the topic, form an opinion, and prepare your testimony in the form of an essay or speech.
2. Duplicate your testimony (essay or speech) and give copies to the members of the committee.
3. Practice reading your written position paper before the hearing takes place.

Committee Members

As members of the House Committee on _____ you will:

1. Prepare a list of five questions to ask the witnesses, based on the written testimonies handed to you.
2. Sit on one side of the table when the hearing commences.
3. Listen to the testimony of each witness and ask the questions you have developed. Try not to ask questions that the witnesses have already answered. Add questions if necessary.
4. Ask additional questions and make comments regarding the proposed law after all witnesses have testified.
5. Vote for or against the bill when the chair asks for the vote.

Committee Chairperson

This is a job that calls for a firm hand, poise, and a sense of humor. The chairperson will:

1. Help to arrange for research materials for witnesses and committee members.
2. Preside over the hearing and call on the witnesses to speak. The order will be witnesses FOR the bill who will testify and be questioned first; then the witnesses AGAINST will testify and answer questions.
3. Ask committee members to vote. Announce whether the bill passed or failed.

Concluding the Simulation

When the simulated hearing is over, all members of the class answer the following questions:

1. How was your committee hearing similar to/different from the actual congressional hearings on C-SPAN?
2. What do you think were the major points made during your class hearing?
3. Were both sides presented fairly?
4. Did the testimonies and the questions change your mind on the issue? Explain.
5. Do you think a bill like this would have a real chance of passing in Congress? Why or why not?

LESSON 2

How A Bill Becomes Law

Overview

This lesson utilizes C-SPAN telecasts to bring to life vocabulary terms commonly associated with lawmaking.

Objectives

At the conclusion of the lesson students will be able to

1. develop working definitions of lawmaking terms.
2. see the primary steps for how a bill becomes a law and place them on a chart.

Procedure

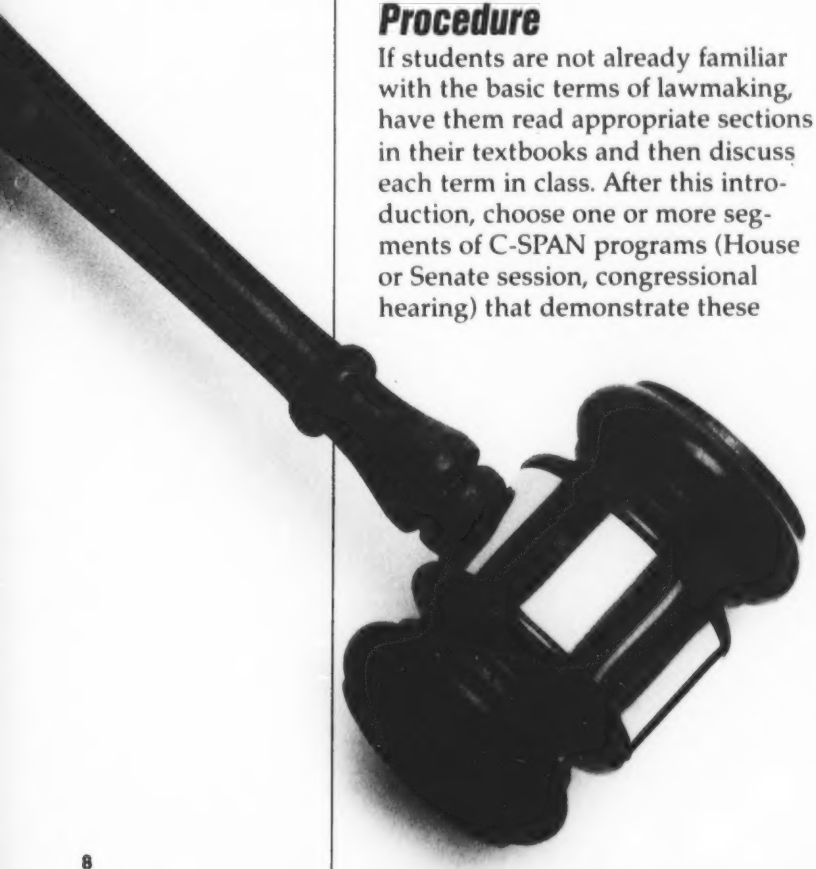
If students are not already familiar with the basic terms of lawmaking, have them read appropriate sections in their textbooks and then discuss each term in class. After this introduction, choose one or more segments of C-SPAN programs (House or Senate session, congressional hearing) that demonstrate these terms. The viewing will help to reinforce the new vocabulary, since students see the abstract terms in their concrete applications. Put the following terms on the board and ask students to look for them on the C-SPAN program they are watching.

representative	*amend*
veto	*debate*
compromise	*senate*
legislation	*majority*
committee	*bill*
hearing	*page(s)*
house	*lobby*
speaker	*minority*

To conclude this part of the lesson, distribute the crossword puzzle for students to complete.

Show segments from C-SPAN programs that demonstrate the primary steps for how a bill becomes a law. Have students identify the steps that they are seeing. Then, as a whole class activity, have students make a wall chart titled:
HOW A BILL BECOMES A LAW.

Highlight the terms in the steps of how a bill becomes a law that were seen on C-SPAN and found in the puzzle.



Follow-Up Activities

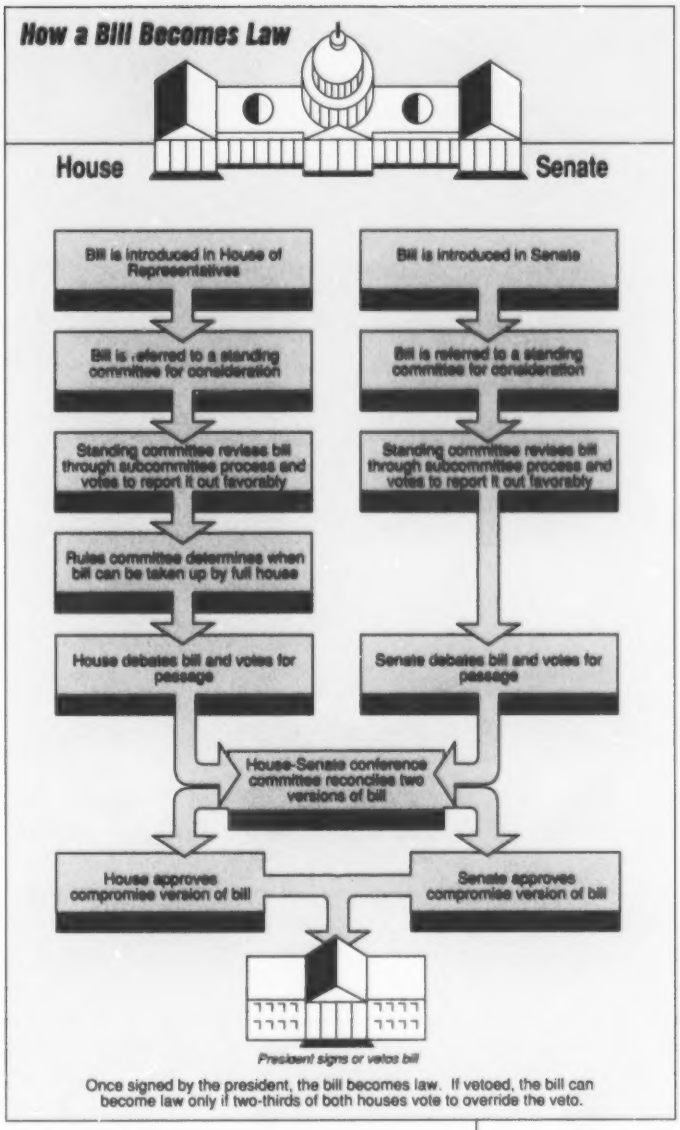
Do any or all of the following activities with your students.

- Show segments from C-SPAN coverage of a legislative body in

another county (C-SPAN telecasts the legislatures of Canada and Great Britain and occasionally other nations), and have students compare the lawmaking process in the United States and a foreign country. Some questions to answer are:

1. How do the legislatures compare in size?
2. Who are the major leaders?
3. How are the laws made?
4. How do they get opposing views across?
5. What procedures make foreign legislatures especially different from Congress?

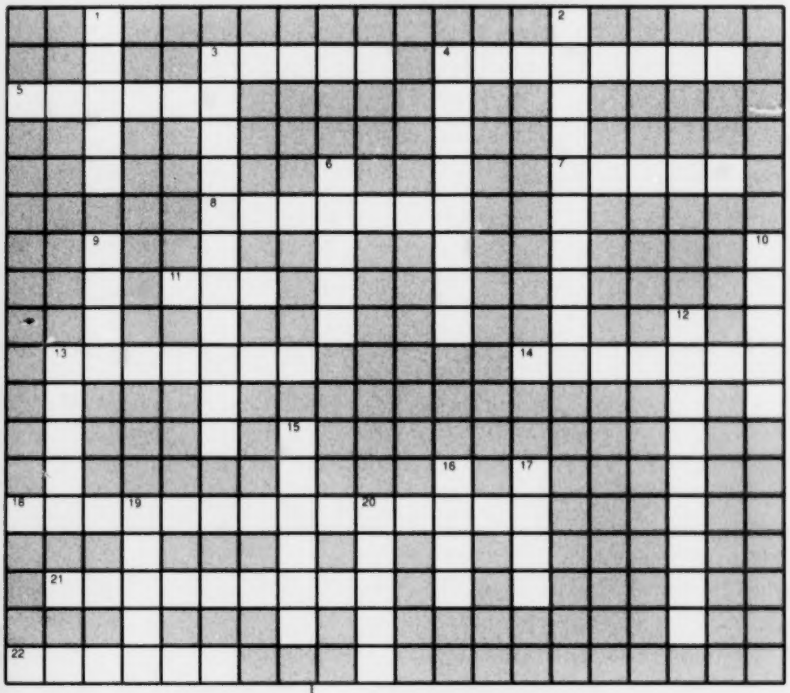
- Every time that students watch C-SPAN coverage of Congress throughout the school year, ask the following questions in addition to the lesson that is underway. The repetition will serve as a constant reinforcement of the legislative terms and concepts they should know.
    1. **What step in the legislative process are you seeing now? How do you know?**
    2. **What legislative vocabulary terms can you point out?**
    3. **As a citizen, what is your role in this step? (Answers will vary, depending on the steps being observed. At the very least, students should answer: *I can become informed.)***
- Let students watch several C-SPAN programs dealing with lawmaking and then ask them to write an essay in response to this question: **What are some positive and negative aspects of the lawmaking process?**


How a Bill Becomes Law
House
Senate
Bill is introduced in House of Representatives
Bill is introduced in Senate
Bill is referred to a standing committee for consideration
Bill is referred to a standing committee for consideration
Standing committee revises bill through subcommittee process and votes to report it out favorably
Standing committee revises bill through subcommittee process and votes to report it out favorably
Rules committee determines when bill can be taken up by full house
House debates bill and votes for passage
Senate debates bill and votes for passage
House-Senate conference committee reconciles two versions of bill
House approves compromise version of bill
Senate approves compromise version of bill
President signs or vetos bill
Once signed by the president, the bill becomes law. If vetoed, the bill can become law only if two-thirds of both houses vote to override the veto.

STUDENT WORKSHEET

How A Bill Becomes Law

Federal Lawmaking



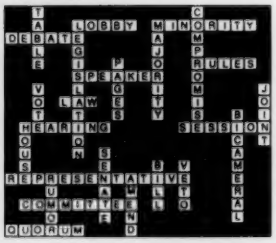
Across Clues

3. To try to influence lawmakers
4. Political party with fewer members in either house
5. To discuss a motion
7. The prescribed guide for conduct in either house of Congress
8. The leader of the House of Representatives
11. The final step in a bill's journey
13. A session in which witnesses give testimony
14. Period of time in which Congress does business
18. A person who is elected to act in your behalf
21. A body of members who consider legislative matters
22. The number of members necessary to conduct business

Down Clues

1. To put aside the consideration of a bill
2. Each side gives up something in order to come to an agreement
3. Having to do with laws
4. The dominant political party in either house of Congress
6. Teenagers who assist members of Congress
9. To indicate your choice or approval
10. A committee made up of members from both the House and Senate
12. Word meaning two houses in a legislature
13. Its representation is based on the population of a state
15. Every state has two members in this body
16. A piece of legislation before it is passed into law
17. To reject a bill
19. Hearsay
20. To change a piece of legislation

Answers:



LESSON 3

Negotiating and Compromising

Overview

This lesson uses C-SPAN telecasts to show students that compromise and negotiation are vital to the operation of government in a democracy.

Objectives

At the conclusion of this lesson students will be able to

1. watch any C-SPAN telecast of a conference committee hearing and identify when negotiation and compromise are being employed.
2. explain how compromise is used to define, restrict, expand, amend, defeat, or dilute the contents of a bill.

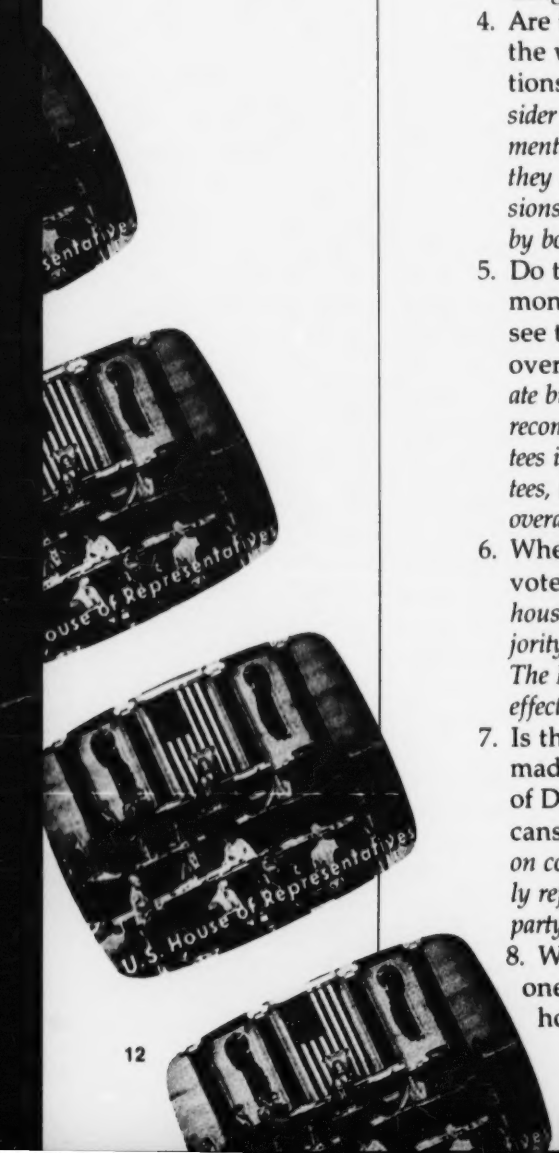
Procedure

Before beginning this lesson see how much students already know about conference committees. What is the students' attitude toward negotiating and compromising? When do they use them? Are they aware of their importance in the lawmaking process? Mention that compromise and negotiation enable members of Congress to work together and write laws in a timely fasion.

If a live telecast of a conference committee is available on C-SPAN during the class period, plan to use this lesson at this time. Otherwise, check the C-SPAN *Update* or call the Educator's Hotline for scheduled conference committee meetings that you can tape and use in class. You can also contact the Public Affairs Video Archives at Purdue University to purchase a videotape of previously aired conference committee meetings.

Use the class period to watch a portion of the conference committee on C-SPAN. Hold a class discussion of the operations of the conference committee with your students. Some major points to bring out are found in the following questions:

1. Where is the conference committee meeting being held? *(Conferees usually convene in the Capitol building itself rather than in one of the Senate or House office buildings.)*
2. Who is the chairperson? How was he or she selected? What does the chairperson do? *(The conference chairperson is selected in an ad hoc fashion. There are no congressional rules governing this election. The chairperson arranges the time and place of meetings, the agenda of each session, and the order in which the disagreements are negotiated. He or she sets the pace of conference bargaining, proposes compromises, and recommends tentative agreements.)*



3. What evidence leads you to think that the two (or more) sides are trying to iron out the points of difference? *(They are making speeches in which offers and counteroffers are proposed and set out for committee members to consider. There are two main objectives underlying the bargaining at conference sessions. First, conferees want to maintain the position of their house on the bill. Second, they want to come up with a result that both sides can agree to in the committee and in both houses of Congress.)*
4. Are the conferees discussing the whole bill, or just portions of it? *(Conferees can consider only the points of disagreement between the two houses; they may not reconsider provisions agreed to in identical form by both houses.)*
5. Do the conferees mention money? Who is present to see that the bill does not go over budget? *(House and Senate budget committees monitor the recommendations of all committees including conference committees, to see that they conform to overall budget guidelines.)*
6. When and how do conferees vote? *(The conferees from each house vote as a unit, with a majority vote deciding each issue. The House and Senate have, in effect, one vote each.)*
7. Is the conference committee made up of an equal number of Democrats and Republicans? *(No. Political party ratios on conference committees generally reflect the House and Senate party membership.)*
8. What strategy was used by one house to get the other house to agree? *(Conferees of one chamber can break a deadlock by threatening to break off negotiations and return to their chamber for instructions, thereby reinforcing their position when negotiations resume.)*

(Questions and answers have been adapted from *Congressional Procedures and Policy Process*, by Walter J. Oleszek, published by CQ Press, 1989.)

Conclude the lesson by holding a class discussion on the bill that was before the conference committee. If students were watching a live telecast, talk about the merits of the bill. If students were Senators and Representatives, would they pass it? If the class watched a videotape, have them research what happened to the bill.

Follow-Up Activities

Do any or all of the following activities with your students:

- Have students investigate the role of negotiation and compromise in organizations such as the United Nations, city councils, state legislatures or meetings of U.S. mayors.
- Encourage students to watch C-SPAN television coverage of House floor actions. Note when compromise is used as a strategy to restrict, expand, amend, defeat, or dilute the contents of a bill.
- Have the class simulate a conference committee meeting. Give them copies of a bill presently under consideration in Congress. Underline the items in the bill that you want the conference committee to negotiate. Have students follow the steps that they saw on C-SPAN.

Congressional Leadership

LESSON 4

Overview

Students use C-SPAN as a vital resource in recognizing congressional leadership and the present congressional structure.

Objectives

At the conclusion of the lesson students will be able to

1. identify congressional leaders and the leadership structure of Congress.
2. state the major differences between the House of Representatives and the Senate of the United States.

Procedure

Several days before beginning this lesson, check all your sources for appropriate tapes of Congress. Select tapes that will show leaders in both chambers, and illustrate the major differences between the two houses. Or you may prefer to have your class watch C-SPAN telecasts for several days in a row so that students can watch the process in action and get a sense of the makeup and leadership in Congress. If your school does not receive C-SPAN II, get tapes of the Senate from the Purdue Archives for students to view. Some students may be able to tape the Senate telecast at home.

Write the **Congressional Leaders** chart on the board and have students copy it onto their own papers. They can fill in the chart as they watch the C-SPAN programs.

Then, distribute copies of the worksheet **Comparison of the House and Senate.** Allow sufficient class time for students to view the C-SPAN live telecasts or tapes and complete the worksheet and essay.

Conclude the lesson with a class discussion of the worksheet answers. Encourage some students to read their essays to the class.

Congressional Leaders

Leaders in the Senate and their duties	Leaders in the House and their duties

Follow-Up Activities

- Ask students what else they would like to learn about the structure and leadership of the United States Congress. Make a class list and periodically throughout the school year watch C-SPAN programs to find the answers.
- Ask students to identify their representatives and other government leaders appearing on C-SPAN and describe their jobs.
- Watch a C-SPAN call-in show when a congressional leader is the guest. Have one group of students prepare questions to ask the person regarding his or her duties. You may arrange in advance for your class (or a student selected as class spokesperson) to ask a question of the guest on air if you call the Educator's Hotline at least one day before the scheduled program. Other students could write a report or news article about the call-in show for the community newspaper.

STUDENT
ORKSHEET

Congressional Leadership

Part A. *Directions.* Watch C-SPAN programs to help you answer these questions.

1. Which house of Congress is larger? How many members in each house?

2. What is the difference in the length of the terms of office between the House and the Senate?

3. Which has more procedural restraints on members?

4. How do the constituencies of the two houses differ?

5. Which house is more prestigious?

6. Which house is more expeditious in floor debate?

7. Which house is more dependent on staff reports?

8. Which house is more politically partisan?

9. Which house gets more press and media coverage?

10. In which house do members tend to be known as subject matter specialists rather than subject matter generalists?

Part B. *Directions.* Use the back of this worksheet or your own paper to complete the essay.

Today's Congress is strikingly different from the Congresses in the past. The House and Senate now operate with less secrecy, modern technology (including C-SPAN television) is available to committee and member offices, congressional staffs have increased, power has shifted from seniority leaders to subcommittee and individual and party leaders. In your essay, discuss what events in the late 1960s and early 1970s largely triggered these developments. Then discuss how these changes have affected Congress's lawmaking processes, distribution of power, and policy-making capabilities.

Qualifications for Congress

LESSON 5

Overview

Students use C-SPAN telecasts to identify and evaluate informal leadership qualities of members of Congress.

Objectives

At the conclusion of the lesson students will be able to

1. state the formal qualifications for members of the House and Senate.
2. list some of the informal requirements and qualities a good leader possesses.
3. categorize leadership qualities.

Procedure

Review the constitutional qualifications for Senators and Representatives. Ask students: "What about you? What qualifications do you meet? When would you meet all the formal qualifications for the office of Representative or Senator?"

Next, distribute the worksheet **Qualifications for Congress** and turn on the television to the C-SPAN segment you have selected. Be sure the segment shows a fairly lengthy speech, dialogue, or public activity of members of Congress. Have students complete Part A of the worksheet (the chart), basing their choices on their C-SPAN observations. Then have students complete parts B and C.

Conclude the lesson by asking students to decide what qualities of leadership they possess and whether or not they would consider a career in public service that would require them to be a leader.

Follow-Up Activities

Do any or all of the following activities with your students:

- Watch a C-SPAN call-in program in which a Senator or Representative is the guest. Using your list of informal personal qualities for leaders, decide which qualities this leader possesses.
- Watch C-SPAN's Short Subject videotape "House and Senate Leadership" (available from the Archives at Purdue University if you don't have it on tape). Ask students: "What 'must qualities' for high government officials do these leaders possess? What 'desirable but not essential' qualities did you observe? What 'harmful qualities' did you detect?"
- Conduct a study of the demographics of the current Congress. Using casual observance from watching members in action on C-SPAN, and resources such as *U.S. Congress Handbook* (contact C-SPAN in the Classroom to obtain a copy), students analyze demographic characteristics such as: race, gender, age, socio-economic and religious background, education.
- Hold a classroom debate: **RESOLVED: It is the leadership position itself that gives a person his or her leadership qualities, not the other way round.**

Qualifications for Congress

House of Representatives

(per the U.S. Constitution, Article 1, section 2)

A Representative must be:

- at least 25 years of age
- a citizen of the United States for at least seven years
- living in the state from which elected

Senate

(per the U.S. Constitution, Article 1, section 3)

A Senator must be:

- at least 30 years of age
- a citizen of the United States for at least nine years
- living in the state from which elected

STUDENT WORKSHEET

Qualifications for Congress

Part A. *Directions.* Listed below are a number of personal qualities that have been suggested as being essential for a member of Congress. Watch C-SPAN programs over a period of time and circle all the qualities that you feel the official(s) exemplify. Consider if your evaluation is based solely on "media image."

Leadership Qualities

- a "yes" man
- a lawyer
- a thinker
- highly moral
- confident
- even-tempered
- someone who projects a good TV image
- politically astute
- wealthy
- well-read
- athletic
- hard-worker
- able to compromise
- honest
- friendly
- courageous
- handsome
- a fanatic
- decisive
- someone who doesn't give up
- healthy
- male
- strong
- patient
- devious
- a wimp

Part B. *Directions.* Categorize the qualities listed in Part A in the chart below.

Essential Qualities	Desirable Qualities	Unimportant Qualities	Harmful Qualities

Part C. *Directions.* Read the following quotation from President John F. Kennedy's first State of the Union Message (January 30, 1961):

"Let the public service be a proud and lively career. And let every man and woman who works in any area of our national government, in any branch, at any level, be able to say with pride and honor in future years: 'I served the United States government in that hour of our nation's need.' "

In a brief essay tell why it is necessary in a democracy to have government workers who are dedicated public servants. Are Kennedy's words more or less valid today than when they were first spoken?

LESSON 6

Congress and the Executive Branch

Overview

Students use C-SPAN telecasts to investigate the powers and responsibilities of the legislative and executive branches of the federal government as they deal with the nation's problems.

Objectives

At the conclusion of the lesson students will be able to

1. investigate how a current national or international problem affects the American presidency and congress.
2. state how the legislative and executive branches use their powers.

Procedure

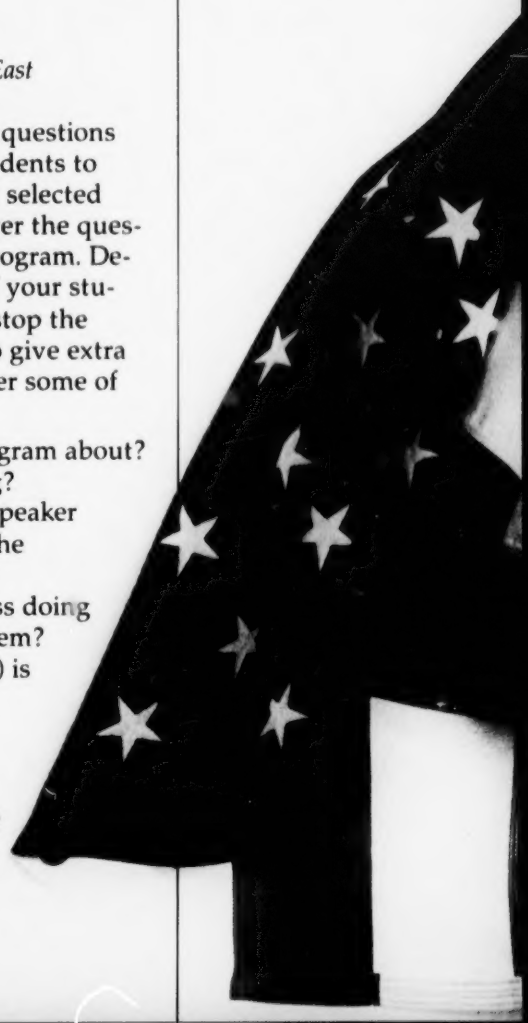
Prior to teaching this lesson, identify and tape an appropriate upcoming C-SPAN program that focuses on an important national or international problem affecting the United States. Alternative approaches for acquiring the tape you need are: check with your school's media center collection of C-SPAN videotapes on specific topics, or purchase the tape from the Public Affairs Video Archives at Purdue University.

Suggestions for topics to use with the lesson are:

- *the global environment*
- *economies of third world countries*
- *international trade*
- *nuclear weapons control*
- *AIDS*
- *care of the aged*
- *U.S. relations with U.S.S.R.*
- *terrorism*
- *world hunger*
- *drug crisis*
- *world health care*
- *education in U.S.*
- *changes in Europe*
- *hostages in Middle East*

Write the following questions on the board and ask students to watch the tape you have selected and be prepared to answer the questions at the end of the program. Depending on the ability of your students, you may wish to stop the tape from time to time to give extra hints to help them answer some of the questions.

1. What is this program about?
2. Who is speaking?
3. What does the speaker think? What is the speaker's goal?
4. What is Congress doing about this problem?
5. What solution(s) is the President proposing?
6. Do the two branches agree on the solution?
7. On what major points do they disagree?



8. Is there disagreement within Congress about the methods for solving the problem?
9. What important facts have been brought out about the problem under discussion?
10. What consequences to the proposed solution(s) have been mentioned?
11. How does the problem affect the United States?
12. How does it affect you?

After discussing the answers to these questions, divide the class into two groups. One group is assigned the task of finding out what powers the Constitution gives Congress to deal with the problem. The other group investigates the President's powers. Students should discuss how the two branches sometimes work closely together and sometimes not. Also discuss what complications arise as a result of an abuse of these powers.

Follow-Up Activities

Do any or all of the following activities with your students:

- When one of the topics listed above is the subject of a C-SPAN call-in show, ask students to phone in questions for the guest to answer. Designate a student reporter to write an article about the class' participation in the call-in show for the school newspaper.
- Suggest to students that they watch C-SPAN for other examples of the power struggle between the legislative and executive branches.
- Ask students to think of ways ordinary citizens can help to solve some aspects of the problems discussed in this lesson.

Types of Persuasion

LESSON 7

Overview

Students use C-SPAN telecasts to find examples of persuasive devices used by speakers and determine the purposes of their use.

Objectives

At the conclusion of the lesson students will be able to

1. identify major types of persuasion.
2. analyze a case study for ways lobbyists inform legislators about issues and help to shape political attitudes.

Procedure

A clip from a previously aired C-SPAN coverage of the House of Representatives can give students a revealing look at the amount of information our elected representatives must acquire in order to vote on pending legislation. Holding a class discussion after students view the clip will not only highlight the variety of topics that elected officials must deal with, it may also suggest the ways in which they become knowledgeable about legislative matters.

Follow this by having students read in their textbooks about the Library of Congress, the Congressional Research Service, congressional aides, pressure groups, and lobbies. Have students read to find out:

1. why nearly every activity in America seems to have a lobby, and
2. some of the tactics used by lobbying groups.

Next, introduce students to some of the more prominent types of persuasion used by pressure groups by selecting C-SPAN segments that are good examples of these techniques. For example, a brief segment of a "celebrity" speaking before a congressional committee illustrates the persuasion technique of **testimonial.** A clip that shows a witness presenting facts and statistics heavily weighted toward one side of an issue is an example of **card-stacking.** Continue showing examples of the various persuasive techniques with short clips from C-SPAN videotapes. Discuss each technique until students become familiar with them and their purposes. Some common persuasion techniques suggestions for clips are:

bandwagon—look for a segment that shows witnesses from all walks of life in favor of a piece of legislation, or elected officials all getting behind a specific bill or issue.

glittering generalities—look for someone giving a speech that never really comes to grips with the issue, but says many phrases that sound good.

namecalling—look for a segment in which someone diverts the topic away from the issue by using names that evoke strong feelings.

endorsement—similar to testimonial.

plain folks—use a clip in which a speaker highlights his/her ordinary

Types of Persuasion

- **Testimonial**
- **Card-stacking**
- **Bandwagon**
- **Glittering Generalities**
- **Namecalling**
- **Endorsement**
- **Plain Folks**
- **Diversion**
- **Confusion**
- **Repetition**

American background, family life, goals, or opinions.

Other techniques that students may look for include **diversion** (look for a speaker who draws attention away from the issue by jokes or emotion appeals), **confusion** (look for someone making a speech that is so complex that the listener gets lost by statistics, big words, or a profusion of facts and stops paying attention), and **repetition** (look for slogans and words repeated over and over, making us familiar with a person or issue.)

Conclude the lesson by having students watch a C-SPAN telecast and note examples of persuasive techniques employed by government officials, witnesses, call-in show guests, and speakers from the world of public policy.

Follow-Up Activities

Do one or both of the following activities with your students:

- Watch C-SPAN on any given day, note the issues being discussed, and listen to some or all of the points of view presented. Then assign students to write a persuasive speech for or against the issue. Have student volunteers give their speeches in class. Class members identify the types of persuasion used by the speakers.
- Have students evaluate information gathered from a C-SPAN program and detect persuasive techniques using the following questions:
  1. Who is the speaker? What expertise does he or she have pertaining to this topic?
  2. What is the purpose of the speech or testimony?
  3. What important facts does the speaker present? Are any facts glossed over or omitted?
  4. Where did the speaker get the facts or information? Are the facts pertinent to the topic? Are there too many? Does the speaker use the facts to confuse?
  5. Does the speaker mainly appeal to the emotions or to logic?

About C-SPAN in the Classroom

C-SPAN in the Classroom is the C-SPAN cable television network's free educational service, created to assist middle and high school teachers who use C-SPAN's programming with their students. All C-SPAN programming is available free to schools to use as a teaching resource. There are no signed agreements, prior permission requirements, or hidden costs.

Programming on C-SPAN

House of Representatives and Senate floor activity, congressional hearings, press conferences, call-in programs, international governments in action, and other public policy events are carried without advertising. Programs air unedited and without commentary.

About "Short Subject"

These 10-minute educational programs, which air Tuesdays at 1:00 am Eastern Time throughout the year, examine how government works and are accompanied by teacher-prepared lesson plans. Teachers can contact C-SPAN's Department of Educational Services for a schedule of "Short Subject" programs or for free lesson plans.

Benefits of Free Membership

- Free teaching guides and lesson plans
- Monthly newsletters
- Discount subscriptions to the *C-SPAN Update*
- Access to the Public Affairs Video Archives at Purdue University
- Toll-free Educators' Hotline
- Free resource materials
- And more